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AUTHOR Aichele, Douglas B.; Castle, Kathryn
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ABSTRACT

Described is a series of four approximately one-half hour color video cassettes, each focusing cr distinct issues concerned with student teaching and capable of being used independently. Principal participants were five student teachers enrolled in teacher educatich programs in different areas of specialization, and five veteran classrccm teachers representing different areas of expertise. Each part of the series captures them at a different period of the student teaching experience. This document includes brief descriptions, focus questicns, and scripts for each part of the series: A Look Ahead, Half-time, A Icck Back, and Reflections. (VT)

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# STUDENT TEACHING: A COOPERATIVE EXPERIENCE

Douglas B. Aichele

and

Kathryn Castle

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## Student Teaching: A Cooperative Experience

Introduction. "Student Teaching: A Cooperative Experience," is presented in four parts, each focusing on distinct issues concerned with student teaching and capable of being used independently. Each part is available as a color cassette (U-matic).

Principal participants are five student teachers enrolled at Oklahoma State University in teacher education programs in early childhood education, elementary education, science education, speech education, and social studies education. Each part of the series captures these student teachers at a different period of the student teaching experience. Five veteran classroom teachers from the Tulsa Public Schools were also selected as principal participants. These teachers represented expertise in early childhood education, elementary education, English education, science education, and social studies education; they also brought several years of experience in working with student teachers to the project. No one of these teachers, however, was serving as the cooperating teacher for any one of the five student teachers.

Part I: A Look Ahead (approximately 28 minutes)

The five student teachers interact with the five cooperating teachers concerning the expectations and anxieties of the other. At the time of taping, these student teachers were just to begin the experience. Thus, it captures their feelings prior to the actual commencement of the experience and as well as the feelings of the cooperating teachers at this time. (Recommended for showing to student teachers immediately prior to the commencement of the experience.)

Part II: Half-Time (approximately 28 minutes)

The five student teachers interact with each other and discuss their successes or failures to date. This video tape was produced at the time when they had completed half of the experience. (Recommended for showing to student teachers at one of the on-campus seminars during the experience.)

Part III: A Look Back (approximately 28 minutes)

The five student teachers interact once again with the five cooperating teachers concerning the various facets and phases of the experience and their overall value. This video tape was produced at the end of the student teaching experience. (Recommended for showing to student teachers at one of the on-campus seminars during the experience.)

Part IV: Reflections (approximately 23 minutes)

The five student teachers interact with each other and present their overall feelings about the experience to an audience of students contemplating beginning the experience. This video tape was produced several weeks after their student teaching experiences had been completed. (Recommended for showing to student teachers early during the methods portion of the experience.)

STUDENT TEACHING: A COOPERATIVE EXPERIENCE was produced through a research grant from the Oklahoma Cooperative for Clinical Experiences in Teacher Education. Co-directors of the project were Dr. Douglas B. Aichele and Dr. Kathryn Castle both of the College of Education of Oklahoma State University, Stillwater, Oklahoma.

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STUDENT TEACHING: A COOPERATIVE EXPERIENCE

Part I: A Look Ahead

Focus Questions - Student Teachers/Cooperating Teachers

1. How do you perceive your role as a student teacher/cooperating teacher?

2. How do you perceive the role of the student teacher/cooperating teacher? university supervisor? school principal? in the student teaching process?

3. What general expectations do you have of student teachers/cooperating teachers?

4. What specific expectations do you have of student teachers/cooperating teachers?

5. What are your anxieties about the student teaching experience?

6. How much responsibility do you think a student teacher should assume in each of the following?

    (a) planning
    (b) classroom instruction
    (c) classroom discipline
    (d) extra curricular activities
    (e) parent conferences

7. What is your definition of the "ideal" student teacher/cooperating teacher?

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STUDENT TEACHING - A COOPERATIVE EXPERIENCE

PART I: A LOOK AHEAD

Dr. Aichele. Hello, my name is Doug Aichele. I am Director of Student Teaching at Oklahoma State University in Stillwater, Oklahoma. Co-hosting me in this series of four tapes is Dr. Kathryn Castle also a faculty member in the College of Education at Oklahoma State University. The four tapes are concerned with the student teaching experience as viewed from the perspectives of student teachers and cooperating teachers. These tapes are being sponsored by the Oklahoma Cooperative for Clinical Experiences in Teacher Education (OCCETE).

At this time, I would like to tell you just a little bit about these tapes and perhaps how the activity evolved. One of the ideas that comes to people who work with student teachers and in teacher education programs is, how can we make this experience more meaningful? How can we help cooperating teachers in their professional growth and how can the experience, in general, be better for all those people involved? Well, perhaps to study some of the thoughts and ideas that student teachers and cooperating teachers have as they simultaneously work through a student teaching experience might help to shed some light on this issue. Now, on my left are the student teachers who have been selected from Oklahoma State University to be the members of this panel; on my right are cooperating teachers who have been selected to serve as members of this panel. I might mention at this time that the student teachers and the cooperating teachers are not paired. Furthermore, most of the student teachers will not be student teaching in the Tulsa Public Schools or in the Tulsa area. The cooperating teachers, however, are all teachers in the Tulsa Public Schools.

Let me introduce the members of the cooperating teacher panel to you. Sitting immediately on my right is Mr. Otis Autry. Mr. Autry is a long time veteran of the Tulsa Public Schools. He is a science teacher at Washington High School and he teaches courses primarily in BSCS biology. Sitting next to Mr. Autry is Mr. Everett Cordingley. Mr. Cordingley teaches communication skills at Emerson Elementary School. Prior to his teaching at Emerson he was at Dunbar for about 5 years. Sitting next to Mr. Cordingley is Mrs. Patty Dyer. I know Patty quite well since she is also a member of the OCCETE Advisory Board. She teaches several subjects at Wilson Junior High School including English, Economics, and Social Studies. Prior to teaching at Wilson Junior High she was at Central High School for about 8 years. Now sitting next to Patty is Velma Jo Johnson; Ms. Johnson is a kindergarten teacher. She has taught at Cooper Elementary for several years. Sitting next to Ms. Johnson is Mary Fay McFarlin; she teaches English at Edison High School. We feel very honored to have a panel of cooperating teachers that not only represent a variety of disciplines but they represent a variety of expertise and a variety of experience.

Now, I will introduce our panel of student teachers to you. Sitting immediately on my left is Mr. Steve Davis; Steve is a science student teacher with an emphasis in chemistry. He will be student teaching

at Cushing High School. I might also mention that Steve's wife is an elementary teacher in Cushing, ...and he is also a recent father. Sitting next to Steve is Bernadean Gates, an elementary education major. She will be doing her student teaching at one of the elementary schools in Stillwater. I also have to admit that Bernadean has worked in my office for several years and she has a very high grade point average. She has done very well at Oklahoma State. Sitting next to her is Holly Hartman, a kindergarten student teacher. She will be student teaching at Holland Hall and those people in the Tulsa area are well aware of Holland Hall and the programs that they have. Holly, I might also mention is from Norman and she enjoys backpacking as a hobby. Next to her is Mr. Bill Luster, a social studies major; Bill will be doing his student teaching at the Stillwater Middle School. He and his wife both enjoy ancient history. Bill hails from Perry, Oklahoma. Sitting next to Bill is Ms. Holly Montgomery. Holly probably possesses more expertise in the making of video tapes than anyone else on the panel. She is a speech and theater major and she is from Purcell, Oklahoma. Holly will be student teaching in speech and drama at the C. E. Donart High School in Stillwater. She thinks someday she would like to be a guidance counselor; she was recently selected for Who's Who in American Universities, a distinct honor.

Well, you have met the panel of cooperating teachers, you have met the panel of student teachers. What we would like to do now is to visit about some of the expectations and some of the anxieties that both parties might be feeling at this time. I might mention it is very important for us to realize that these tapes are chronologically arranged and at this point in time the student teachers have not begun their student teaching experience -- they will do this in about a week or two. So their perceptions and their ideas largely reflect pre-student teaching clinical experiences. They do not reflect real student teaching experiences yet. The second tape that we will make is entitled Half Time and it will reveal discussions of the student teaching experience half-way through completion. The third tape will convene the same panel that is here today will be entitled A Look Back and it will be made at the end of the student teaching experience. The final tape is entitled Reflections and it will be produced next semester as our group of student teachers will have, I am sure, successfully completed the student teaching experience. It will relate some of their ideas and some of their experiences to student teachers who are getting ready for the experience. Now, let's begin our discussion with a question directed to a cooperating teacher. How do you perceive your role as a cooperating teacher? How do you explain that role to a student teacher?

Mr. Cordingley. I think the role is really three-part as I look at it; probably not so much in the order that I will give them. But, first as a model for that individual to observe and to absorb some information from ...to gather some data that they may not have collected in clinical experiences or practicums prior to the student teaching time. Second, probably most important, is to facilitate the information that that individual needs to carry on the activities in that school, the method of organization both for the school environment and for the school curriculum. Again, probably that's the most important part ...have an exchange of thoughts and ideas between the two individuals on what this part of teaching

is all about. This involves the planning stages, the evaluation of students, diagnostic components as well as the teaching towards the end of the actual experience. And, third, really to assist the student teacher in their actual teaching experience when they take that part over. To serve in any capacity to help the person get materials together, to understand how to put lessons together, to get those lessons across to the children and to evaluate themselves and how they work with the children and how the children receive the information they were trying to get across to them. So its three-part, and, different cooperating teachers will probably do that in maybe a different order ...maybe they'll have a different idea or a different view for it.

Ms. Dyer. One thing I think we might mention, Doug, is the fact that the cooperating teacher I feel actually provides a setting, or a stage, in which the student teacher may begin to put into practice those things that he has only had the opportunity really to think about in theory up ...until that point. I think too that is essential at first that the student teacher observe, hopefully a good example, of what a learning environment should be and then hopefully not to copy what the cooperating teacher does but then to think of ways that he can put his own ideas into practice within the framework provided.

Ms. Johnson. I would like to add to what Patty said. I think of my student teachers watching me perhaps as a model but I think sometimes that they say "I am never going to do that in a classroom" because we are not always perfect and I think it is good to maybe see someone else make a mistake or have faults. Along that same line, I tell my student teachers that its very personal the relationship you have with your children and what will work for me might not work for them and so they don't want to try to copy and that's also what you said [Ms. Dyer].

Dr. Aichele. You know one of the things you mentioned reminds me of something. A lot of students after they have met their cooperating teacher for the first time come into my office and visit with me and say "Gee, what I have learned and what I have been told in my classes just doesn't appear upon first visitation with the teacher ...my beliefs about this are totally different than the teachers practice." We have found that a difference in educational beliefs and practices does not imply a bad situation ...people can learn from situations that are different from what they have been exposed to before.

Ms. McFarlin. I would like to add something to that too. I feel that any time we can give the intern teacher an opportunity to bring some creativity into our classroom that we are going to learn so much from them ...because we have been at it so long and pretty soon you are on an even keel and you know you are not adding new things. So, we get some excellent ideas from intern teachers.

Mr. Autry. I would like to add this ...the cooperating teacher should be one who is willing and would volunteer to give that information to a person who has the desire to enter the field and I believe the cooperating teacher should work harder. I know of some occasions where the cooperating teacher would say "I will have a student teacher ...I have

it made now, I'm not going to work now and I can just turn everything over to the student teacher." That shouldn't be done. Now, if I am lax in duties, such as lesson plans, here is the time that I should do a better job; so, I should work harder, instead of turning the job over to the student teacher completely the first day.

Dr. Aichele. That's very interesting. You have heard somethings; these folks have told it straight. Now, you know another one of the things I think we want to get out of this session is an idea of the kind of anxieties and feelings that the student teachers have as they contemplate entering the experience. How do you [student teachers] perceive your role in this experience?

Mr. Davis. I am really looking forward to it. First, its something that I really think I will enjoy doing and ...I guess my biggest anxiety ...is being with the kids; you know, actually there with them. Its fine to go to class and talk about it and sit there and say "when I get there I am going to do this." But actually to be there with them is something that I guess I am nervous about it. And, I am a little bit apprehensive about finally getting into that situation that I have looked forward to for so long. But, I am really looking forward to it.

Dr. Aichele. Doesn't sound like you are very anxious! It sounds like you are not too afraid of the thing; it sounds like you are looking forward to it.

Mr. Davis. No, I am not afraid of it. I would just like to say that we have been talking about it in class and been looking forward to it and to just actually finally to get the chance ...like one of the teachers said, "you know its a format." We finally get there and we can try out things and see what the teachers do that we like, and if we see something that we really like, to say "hey, I will keep that in the back of my mind and when I get my own class I will do that."

Ms. Montgomery. I think something that I know I have spent a lot of time thinking about ...he [Mr. Davis] has the advantage of being a lot taller and a lot bigger than I am and having a moustache, and I know a lot of students enjoy challenging student teachers. I don't think you should be obsessed with that, I know you hear a lot about students [teachers] going in and trying to be real strict authoritarians and the students know that they are practicing and you kind of have to find a fine line of having enough authority with students so that they will listen to you, and be responsible with you; but yet not act like you know everything in the book because I know there are a lot of areas that I am still kind of shakey on.

Dr. Aichele. Holly, are you going to suggest that students call you Holly or Ms. Montgomery?

Ms. Montgomery. Well, now my school has the policy of "Ms. Montgomery." I think that's probably good ...I look about 15 or 15 1/2 and I am waiting for a policeman to stop me and ask me if I am a new student or not.

Dr. Aichele. How about the other Holly? What kind of anxieties do you think you have?

Ms. Hartman. I think my biggest one is being put into a classroom and suddenly having all the kids under my own control before I am ready for it. I think it takes some time ...I am going to be working in kindergarten and with 5 year olds ...I know it takes some time to get used to the kids and let them get used to you before they are ready to accept you as their teacher. They need a lot of consistency and I guess I am apprehensive that I might be put in a situation where they are expected to listen to me and I was expected to control them before we really got to know each other and had a relationship established.

Dr. Aichele. Are you afraid of 5 year olds right now?

Ms. Hartman. Well, that's a good question! I don't think I am afraid of them ...I have been around young children quite a bit already. I think I am afraid of the situation in which I will find them, which is a public school, ...where they have hit the big time too and now they have got to start learning things and I am going to start really teaching things ...that's a whole different situation from playing with the kid next door.

Dr. Aichele. Bill, what do you sort of expect out of this relationship between you and the cooperating teacher? What kind of expectations do you have for the experience?

Mr. Luster. Well, I expect to learn a lot of new ideas from her and I hope that she is going to probably learn some from me; my cooperating teacher has taught in the public schools for about 20 years now and I am just starting ...I am three years out of high school. I mean, I hope that I can get across to her some of the new things that kids are really into ...like maybe in economics ...they are not really into graphs now, but maybe they would like to study something on a Star Wars theme now, or something like that. I hope that I can learn some different things that I can use in the classroom.

Dr. Aichele. Bernadean, what are the expectations you have now?

Ms. Gates. As far as expectations, or anxieties, ...is to be able to maintain good communications with my cooperating teacher and sometimes that's really difficult because we say, "OK I blew this," or, "I failed at this," and will the cooperating teacher give you constructive criticism about it and point out the strengths and the weaknesses in whether it was teaching a lesson or class management ...I want to gain that from this experience.

Dr. Aichele. You know you mentioned something about classroom management ...that triggers lots of things. But, to a student teacher, a young woman like Holly for example, she is worried that she might not have the authority power to control the class. I am sure these are the kinds of things that go through student teacher's minds. As you folks [cooperating teachers] have worked with student teachers, how do you visit

with them about management? How do you visit about controlling the class? And, what kinds of limits do you think the student teacher should have in that regard?

Mr. Autry. What I usually do is let the student observe for awhile and we will get together and decide when the student teacher is ready to actually work. But, I always tell the student teacher this, "I know you are not relaxed ...and you should relax and take it easy. The things you see me do you may not be able to do in one day because I have been working over a number of years and I have developed these techniques. So, its going to take some time; don't look to be an expert on the first day. Let us help you."

Mr. Cordingley. I think that [management] is probably one thing that a lot of student teachers don't feel adequate with. They have learned in their methods classes how to teach reading skills or math skills but nobody ever told them really how to set up a classroom and how to operate in the structure and how to provide a comfortable environment for themselves and a good learning environment for the children; and I think that part comes with experience. My first year of teaching was not my best, by any means; I tried a lot of things that didn't work. My second year wasn't a whole lot better, but as you go along you begin to find the things that work for you and with certain kinds of kids; you begin to build a structure that you can provide in a classroom. The problem comes when that structure becomes too inflexible; you cannot use it in every situation. You have to be able to work this [structure] up for each group that comes to you and be flexible enough to handle each child who comes that might not fit your kind of structure.

Mr. Autry. I agree with you [Mr. Cordingley] on that because that's one reason why you receive an increment each year; because as you get better, you get more money ...so that's the reason why.

Ms. Dyer. You know I would like to share something that's a deep secret that those of us who have been teaching for a few years should not let out of the bag. You talked about the feeling of apprehension over whether or not the students would respond well to you and this sort of feeling. Let me tell you school starts every year for each one of us and we don't know generally who our students are going to be and we have the same anxieties ...How will this group of students respond to me? How will I handle this particular subject? I have found, and I think it really is true, its hard to do but if we can shift the concern from "how will I do in the classroom?" or, "how will I be able to control the classroom?" shift it from that emphasis, over to more emphasis on exactly "what is it that I want this group to know today that they didn't know when they came in?" Concentrate more on that, rather than on "will I be able to keep them in their chairs?" and on the activities to take place. Then generally I think things will pretty well fall into place. Now, I think the point that this lady [Ms. Hartman] made about knowing the student first really does help; I can't speak about working with children below the 7th grade, I am really not familiar with that, but I do know if you know who you are working with it makes a lot of difference. I think that this is one of the most important things, and then concentrating on what you are going

to do, what you want them to learn, rather than "will they listen to me?" Plan something that sounds good and that they will want to listen to, and they generally do.

Ms. Johnson. I think this is part of our role ...making the student teacher feel comfortable and relaxed before you let them sink or swim. But, be sure that they do know the children well, especially in your case [Ms. Hartman] with young children, because it is very important that you know them and this might take one, two or three weeks; it depends on the student teacher and the particular group you are with. When they [student teacher] really feel comfortable and kind of know what your classroom limits are, then that will help them establish their own management from there.

Dr. Aichele. Thank you very much. You know, we have heard a lot of things today and we could talk for hours more ...we are probably just getting losened up and able to talk about things a little bit better. There are a couple of things that I did hear in our discussion. One was that student teaching is different from being a practicing teacher; this is a different experience. Your success as a student teacher and your success as a bonified, full-grown teacher might be different. I think you are participating in the experience to learn that you are there to learn from your cooperating teacher and you may, or may not, philosophically agree with all the things that the cooperating teacher does. I think we have learned from research that we can learn from people that have different educational beliefs ...that's no reason to scrap the whole situation. Another thing I was waiting to hear was mention of the particular subjects or levels that people taught. Only in the introduction of the panel members was this really mentioned. This implies to me that the concerns, or the anxieties, expressed by the various players in this experience kind of cross-cut disciplines and levels; I think it is because we are working with people rather than specific disciplines. Don't totally misunderstand, there is competence in an area and in a discipline that is absolutely necessary; however, some of the anxieties that the teachers [student teachers and cooperating teachers] might have right now are not discipline orientated anxieties, they are anxieties more at the interpersonal level.

Well, we will conclude this tape. Tape two will visit with our 5 student teachers as they are half-way into their student teaching experiences. We will certainly look forward to visiting about these experiences in a short time.

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STUDENT TEACHING: A COOPERATIVE EXPERIENCE

Part II: Half-Time

Focus Questions - Student Teachers

1. What have you learned about the teaching process especially in terms of

   (a) planning and preparation
   (b) teacher-child interaction
   (c) classroom management - discipline
   (d) classroom management - daily routine

2. How does student teaching differ from what you had expected it to be?

3. Does your perception of the role of the cooperating teacher differ from your previous expectations?

4. What specific experiences to date have helped you grow professionally? Personally?

5. Have your initial anxieties decreased/increased as a result of your experiences to date?

6. Have you encountered any difficulties as a student teacher?

7. What would you change about student teaching if you could?

8. What are your goals for the remainder of student teaching?

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STUDENT TEACHING - A COOPERATIVE EXPERIENCE

PART II: HALF-TIME

Dr. Castle. Welcome to Part II: Half-Time. This is the second video tape in a series of four video tapes sponsored by the Oklahoma Cooperative for Clinical Experiences in Teacher Education. These tapes are being produced to explore and analyze the student teaching experience. I am Kathryn Castle and I am a faculty member in the College of Education at Oklahoma State University. Each semester I work with student teachers as their University supervisor. In this capacity, I visit with them in their classrooms and I invite them back to campus halfway through the student teaching experience to discuss their experiences to date. Today, we have the five student teachers with us who appeared in the first video tape entitled A Look Ahead. Recall that in this first video tape these student teachers interacted with a panel of five cooperating teachers to discuss some common expectations and anxieties of the student teaching experience. They have returned today to discuss with each other what it is like to be halfway through the student teaching experience. On my right is Steve Davis, a student teacher in science at the high school level. Next to Steve is Bernadean Gates, an elementary student teacher. Next to Bernadean is Holly Hartman, a student teacher at the kindergarten level. Next to Holly is Bill Luster, a student teacher in social studies at the middle school level. And, next to Bill is Holly Montgomery, a student teacher in drama and speech at the high school level. I would like to direct my first question to Steve. Steve, during the first video tape you mentioned that you were very much looking forward to beginning the student teaching experience and that you hoped to be able to try out some new things ... some new ideas and new methods that you had learned. Have you been able to accomplish this?

Mr. Davis. Yea, I really feel that I have stepped into a real good situation where my cooperating teacher would pretty much let me do whatever I wanted to. I am teaching science, in particular biology, which is a pretty broad field. You can do alot with it and I feel that I am getting to do whatever I want to. The kids, when I first went there, were more used to a straight traditional textbook program and I have had the freedom to do new stuff ... take them outside, get some stuff going in outdoor life and this is what I really wanted to do. As I mentioned in the first tape, everything so far (prior to student teaching) had been in the classroom ... we have talked about it, we have theorized about what we were going to do and when we were going to do it. I had hoped, as I stated in the first tape, that I would be able to do these things and I have and I have really enjoyed it. I have just had a real good time so far.

Dr. Castle. Do you still feel very optimistic about your experience?

Mr. Davis. Right. Every day is a new thing and I am really turned on by it. I am anxious to go every morning to get with them and try out new things ... I really enjoy it.

Dr. Castle. Bernadean is with us today ... we are lucky to have her here. She is probably a prime example of the occupational hazard of teaching ... she has laryngitis today and she has been teaching very, very hard the last week. She has taken over the classroom completely. Bernadean, during the last tape, you were interested in the area of communication and the relationship of communication between the student teacher and the cooperating teacher. How do you feel about that now? How do you perceive that relationship?

Ms. Gates. I think that it has worked out real well.

Dr. Castle. Sounds like you have been over-communicating.

Ms. Gates. Right, definitely. We just share everything and I am sharing her cold! We plan together and I know exactly what is going to happen the next day. I know what to expect and she is very open to what I have to say; she considers it and lets me do things. It is not just a one-sided deal. We do communicate well and I am not as anxious about that as I was before.

Dr. Castle. Holly (Hartman), what is the most significant experience you have had so far?

Ms. Hartman. Well, I am working with five year old children and they sometimes take a little while to warm up to you so at first when I was teaching I was just one more adult in the classroom. In fact, I kept getting asked whose mother I was. But, finally the day came during the second week when the children actually began to see me as the teacher, as <u>their</u> teacher, and began to come to me with problems to solve. The day two little boys decided that they needed me to help them work out who got which turn first was really a good feeling to me because I figured I had finally made an impact with the children and that we had a communication going. So, I think that was probably the highlight of the experience.

Dr. Castle. Do you think that having the opportunity to observe in the classroom before-hand facilitated that period of adjustment?

Ms. Hartman. Yes, because I think it made me feel more comfortable in the environment so that I was able to concentrate on getting to know the children. I didn't have to worry so much about learning the routines or getting to know what was expected of me ... I could just concentrate on getting to know the children individually and I think that really helps.

Mr. Luster. Yes, I kinda agree with you ... it (observations prior to the beginning of student teaching) gives the kids a chance too. When you first go in there's that stare, you know, what's he going to do. Then, they have to kinda size you up. So, I am real glad about that

(observation) too; I think it helps ... not just you but the students to get used to you in the classroom.

Dr. Castle. Bill, you had mentioned in the first tape that you would like to see education more relevant to the students everyday lives. Have you done some activities or things to accomplish this?

Mr. Luster. Yes, I have done one where we used an episode from the T.V. show, Charlie's Angels, in a class discussion. But anything like that, if you can bring in a television show or something like that. Some of the kids, believe it or not, watch 60 Minutes and if there is a news documentary show or something like that that they want to ask about, you know, we take the time out to discuss it. And, any kind of theme on science fiction or the supernatural; anything like that the kids are real high on right now. It really helps to bring something to an otherwise boring subject ... it makes it interesting and provides something they can relate to.

Mr. Davis. I feel the same way. Bring something into the classroom that's not usually there. You know its awfully hard to sit there an hour inside four walls and just listen to a monotone voice ... I feel the same way. If I can bring something into that classroom with me that hasn't been there before ... like a T.V. program or something from the newspaper about some scientific experiment that has been going on ... and get them to come in and get them to talk about it, then I feel that that's really great and that we have accomplished something. I really agree with you ... bring something else in.

Mr. Luster. Yes, like U.S. News, News Week, or Time magazine. They have real good articles, especially in social studies. I can always find something in there to bring up in a discussion.

Dr. Castle. Have you received some feedback from the students themselves about these activities?

Mr. Luster. Yes, they really like it. The thing that got me when I first went in there was that a lot of the kids said, "this is boring" and "I don't like to do this." So, I thought I have got to do something here to liven this up because I remember when I was in eighth grade there was social studies. You know you just don't want to get into economics when you have come in from PE or something ... its hard to get into. If you can use something like this (outside interest activities) to break in with and then maybe work it in somehow to the lesson that you are going to teach that day ... it makes a difference. They will stay with you and if you can once get their interest you can keep it.

Dr. Castle. Holly (Montgomery), one of your main concerns was in the area of classroom discipline. You had mentioned before that since you look about the same age as the students you are teaching that this might be a difficulty for you in having the children perceive you as an authority figure. What have been your experiences along this line?

Ms. Montgomery. You know I found that, as far as the age, that wasn't as big a factor as I had planned on it being. The thing that's been most interesting to me is how limited you are by whatever discipline structure your cooperating teacher set up before you got there. If he established a certain amount of permissiveness in the classroom .. such as anybody can go to the bathroom any time they want to or anybody can get a drink of water or all the other million things they think of to get out of the classroom ... its almost impossible to walk in and say "no," nobody can do that anymore. If you do, then you are really a bad guy real fast and it tests your lessons out real quick. Now, you can slowly shift over a little more but you really have to kinda go with whatever has been done before. And, another thing that I found that really effects your, I guess respect, is not so much how well you act as a teacher ... like if you speak clearly and say the correct things in front of the room ... but its how you act toward the kids when you are not teaching. For example, I had two kids who were kind of ring leaders in a class as far as over activity and getting people off the subject and yelling and screaming and throwing and different things; one day, accidently between classes, I cracked a joke with them that they really thought was funny and their whole attitude since then has been amazingly different ... they are just a lot more friendly toward me and they come by and say "hi" between classes now. They are still pretty rambunctious, but they listen more when I talk to them ... and that really didn't have anything to do with how good a teacher I was.

Ms. Hartman. It seems like the relationship you established with each student personally is the very most important thing about how well you are going to be able to teach them. Even with my five year olds, even though its a totally different way of establishing a relationship than with a junior high aged person, its still important that I establish that relationship; and, like you said about cracking jokes, find some way to get personal with them and let them know that you see that they are an individual person ... I think it makes all the difference in the world.

Ms. Montgomery. For sure, these kids know that I am not 45 and haven't taught for 20 years and all that kind of thing; so, if I try to act just like a teacher they think "what is she trying to prove?" But when I act like I am still young enough to be one of the kids with them sometimes ... and that I am being real ... I think they like that a lot better and they listen to me later on even if its when I tell them to be quiet.

Ms. Hartman. They are very intuitive about whether you are being yourself with them or whether you are trying to fulfill some role that maybe you are not really into.

Mr. Davis. I had a situation where I noticed they were doing the same tricks and same games that I did when I was in high school. I just told them about the second day that I went through all this when I was

in school; I said, "you-all think that its something new that you have invented ... we went through the same thing that's been going on for 20 or 30 years. We'll go ahead and play the games, but I know what you are doing." They all looked at me like "can you really remember when you were in high school" ... like I was an old man. It was really neat, and after that they started coming up to me and I know some of the students from outside so it was pretty easy to be friends with them and create this rapport that I was talking about.

Dr. Castle. And this rapport sometimes takes a longer time than we expect ... it takes a very long time. In the area of classroom discipline, your cooperating teacher has had this group of children since the beginning of the year and when you come in and you are there for a period of a few weeks its almost impossible to set up a new structure; it just takes a very long time for the children to adapt to you and vice versa. And that brings me to another interesting question which Steve has already dealt with somewhat. How the cooperating teacher phases you into the classroom situation. How has this been accomplished with you Bill?

Mr. Luster. Well, the first day she came in and said you can sit here and when she got the class started on their assignment, and at the time it was geography where they were doing a lot of map work, I just went around to each ones desk and just kinda helped them and they got to know me and it was kind of a team teaching effort. Later on, it was me ... she was gone three-fourths of the class. Now that I have taken over they are used to me and I am used to them.

Dr. Castle. Is that how its been for most of you?

Ms. Montgomery. No, my teacher said, "Do you want to start Friday?" I started then and he left the room without warning me and I have been teaching ever since all by myself... It was just kinda "Go."

Dr. Castle. How do you feel about being given the responsibility so soon?

Ms. Montgomery. Well, I am kinda in an unusual situation ... I did help direct a play before my actual student teaching time which was after school and it didn't involve all my kids in class but it gave me some familiar faces. I got to use that time to work out a lot of my nervousness and a lot of my fears so I wasn't quite as cold as if that had been my very first week in the classroom .... I am probably not the purest example. It was a little bit shakey, though, because I never took a high school speech class and its amazing how you know how to do things but you don't know how to explain to someone how to do it; especially things like acting, its a very intangible subject and I was just kind of on my own.

Dr. Castle. Have your perceptions about the role of the cooperating teacher changed any since the beginning?

Mr. Davis. I don't think so. My expectations were, I had hoped, that he would be the way that he is ... so as far as that goes I had hoped that he would be that way so that's kinda how I had expected him to be. Now, if I had gone in and he would have said "you have got to do what I have been doing," then yes, I would have to say that I hoped that it would change; but everything has been just super. He says, "here it is you do what you want to do."

Dr. Castle. Do you think you have been given quite a bit of freedom?

Mr. Davis. Right, I have been given the freedom, but he told them the first day that I was the teacher and he set the [illegible] for me and then it was just do whatever I wanted to do as long as we stayed within the guidelines of biology or science. I don't think he wants me to come in and teach U. S. History or something ... as long as I kept it in science I could do anything I wanted too.

Ms. Hartman. My cooperating teacher is new at the school and in some ways we are very close in that we are both learning the ropes together and there are times when I ask questions and she says "I don't know we will have to find out together" because I haven't been at the school long enough to know anything either. I think that has helped our relationship because it has put us on a more equal basis where I am not just the student and she is the teacher. The other thing is that the classroom I am in is a team teaching situation, so I am relating not just to my cooperating teacher, but there are eight adults in the room with the children during the day so I have had to establish a lot of relationships with adults as well as the children ... for me that has almost been harder than with the kids.

Mr. Luster. Mine was real structured, I went in and she told me this is the curriculum we are going to be doing and this is what you will do Monday and through the week. But, she did allow me one day a week to bring in a lesson of my own which I can present any way that I want to. I think this is good ... it gives me some ideas, some things you want to use and some things you don't want to use. Its a give and take ... you learn a lot in that respect.

Ms. Montgomery. I think the one thing that I would have liked is to have had a little more input. My supervising teacher told me that my cooperating teacher would critique you on what you have done and tell you what you have done good and bad, and I really kind of went in expecting that. And, he is rarely in the room enough to know ... and I know I must be making mistakes that I don't see because it is real hard to tell what you are doing. I would kind of like to hear more of that kind of thing and a little more about my lesson plans ... are there some gaps in them, does he know from experience that that's not enough explanation or that they (students) are not interested in that?

Dr. Castle. Sometimes this feedback has to be initiated by the student teacher because of so many cooperating teachers having so many

different styles of working with people sometimes you have to really ask for feedback. For example, you might say, "let's sit down and talk about what I have been doing" or "how did you feel that I did this and this." If you are specific sometimes you will get a little bit more feedback.

Mr. Davis. What is so nice is to go in and be able to see somebody else teach and you can sit there and critique the teaching. I have had the opportunity to go to other classes and observe ... I think the first week I was there I went to three different teachers and I saw some stuff that I liked and I thought, "I'll try that" and "I'll remember that." I saw other mannerisms and stuff that I didn't like and I just said, "I'll be sure not to do that." My kids also tell me when I am doing stuff ... like one day they counted up that I had used the phrase "okay" about 45 times in fifteen minutes. They came up and told me that after class and it was a laughing matter; they said we just sat back there and killed a little time counting up how many times you said it. I had to laugh after they left and I wondered, "did I really say it that many times?" ... and I have been watching and trying not to do that so much.

Dr. Castle. You are getting some feedback from the students.

Mr. Davis. Right, they come up after class and say, "hey, we really like that," or, "oh, you did terrible."

Ms. Hartman. They are a little more honest than you would care to have them be at times. My cooperating teacher also gave me time to go and observe other classrooms in the school in Tulsa, and I found that very valuable because it gave me a chance to see some different styles and kind of get a feel for the different ways things can be done. I thought that was a very good practice that she established and she initiated it totally. I wasn't aware that I would be able to do it until she said that I could.

Dr. Castle. Have you been thinking at all about your goals for the remainder of the student teaching experience ... for the weeks to come? Have you thought at all about the things that you would like to change or things that you would like to accomplish in the weeks that are left?

Ms. Montgomery. I know my students kind of gave me a goal. Especially advanced classes, they felt like they hadn't been getting anything very tangible. Now, drama is a very difficult subject to make tangible; its kind of a concept thing ... its not a 1,2,3. But they really wanted some facts, a list of some things they could work with and exact reasons why this worked better and that didn't. There are a lot of theories about acting and play structure and they wanted to bring a little more structure into the classroom. Although I feel that speech and theatre have to be somewhat open because it is performance and it is a lot based on individual talent, students like to feel that they get something out of the class and if they never feel like they learned anything then its hard to be motivated for the class. Even if its fun to sit in the room they need to bring something out of the class that they can kind of grasp

hold of ... I would like to be able to give them that.

Mr. Luster. I have kind of a problem like that but in a way its the reverse. In social studies, the kids are so used to having a book and the questions and answers at the end of the chapter they just can't understand learning from a discussion in class and a lot of them just won't cooperate. I think my goal is to show them there is another angle to social studies besides reading the history textbook and then answering the questions whether it be a simulation you have in class or a discussion ... I hope that in the time that I have with these kids that they will learn how to do that.

Ms. Hartman. I am looking forward to carrying out a lesson or a unit with the children completely from start to finish on my own. At this point, I am just helping carry out lesson plans that have already been made, but I am looking forward to doing the planning, putting the lesson together and then evaluating too. I think evaluation is an important part and its something that I feel shakey in and I would like to know more about. I am looking forward to that experience of actually evaluating the children and myself at the end of the unit.

Ms. Gates. I would like to plan some enrichment activities for my children that get finished real soon and ... its good to tell them to go read a library book ... but I can see so many things that they could be accomplishing ... research projects and things like that on their own. I would like for them to be able to do that and I want to develop that for them with them.

Mr. Davis. I have really been doing all my planning already ... I guess my teacher is letting me do it faster. I planned this whole last week and I have even planned what the cooperating teacher is going to do today while I'm involved with this film. I have it all planned so that I can step right back in it and go ahead ... I guess I am a little bit farther ahead ... I am being able to carry out what I planned and what I wanted to do.

Dr. Castle. In general, do you feel that your anxieties have increased or decreased as a result of student teaching so far?

All Student Teachers. Decreased.

Dr. Castle. You seem to be a much more relaxed group and I think experience has a lot to do with this. Are there some specific experiences that you have had that have helped you grow professionally?

Mr. Davis. That would be realy hard to say right now. I don't know what professionally would be ... I feel I have learned some stuff; it hasn't been a total waste. I hope to learn a lot more, but I don't know about professional at this stage.

Ms. Hartman. I have found it really interesting to attend the faculty meetings. I just sit back in a corner and don't say much, but

its really interesting to see all the teachers relating to each other and to the head mistress of the school and the ways that they interact as a professional group. I think that is helping me to learn how to function in that other role of the teacher with the other faculty members.

Mr. Luster. The professional attitude of all the people you work with is important ... it makes you feel where you should be and how everybody else is working with the job; it rubs off, I think.

Dr. Castle. You have now heard the comments from the student teachers about what its like to be halfway through the student teaching experience. You can tell from many of their comments that some of their attitudes and expectations have changed as a result of having been in the classroom for a few weeks; these attitudes and expectations will probably change even more in the weeks to come. Our next video tape, A Look Back, will bring these five student teachers together again with the five cooperating teachers to look back over the student teaching experience and to discuss what it has meant to each of them. We will look forward to sharing our experiences then in the next video tape.

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STUDENT TEACHING: A COOPERATIVE EXPERIENCE was produced through a research grant from the Oklahoma Cooperative for Clinical Experiences in Teacher Education. Co-directors of the project were Dr. Douglas B. Aichele and Dr. Kathryn Castle both of the College of Education of Oklahoma State University, Stillwater, Oklahoma.

## Part III: A Look Back

**Focus Questions - Student Teachers**

1. How have your ideas about the roles of the student teacher and cooperating teacher changed as a result of the student teaching experience?
2. How have your anxieties about the student teaching experience changed from what they were originally?
3. How did student teaching differ from what you had expected it to be?
4. What changes in the student teaching experience would you make to improve it for others?
5. What were your greatest challenges as a student teacher?
6. What were your greatest rewards as a student teacher?
7. What specific student teaching experiences have helped you grow professionally?
8. If you were asked to be one, what type of cooperating teacher would you be?
9. Looking back over the experience, is there anything you would now do differently if you had the chance to do it again?
10. What suggestions would you offer to students just beginning the student teaching experience?
11. How do you view the role of the university supervisor in the cooperating teacher-student teacher relationship? What did you expect from your university supervisor? In what ways did the university supervisor effectively carry out this role? In what ways could the university supervisor improve?

**Focus Questions - Cooperating Teachers**

1. Have your ideas about the roles of the cooperating teacher and student teacher changed any from what they were initially?
2. In what ways have you grown professionally as a result of working with student teachers?
3. What suggestions would you offer to students just beginning the student teaching experience?
4. If you were a cooperating teacher this semester, did you have a successful relationship with your student teacher? If so, in what ways?
5. If you were a cooperating teacher this semester, in what ways would you suggest improving the cooperating teacher-student teacher relationship?
6. How do you view the role of the university supervisor in the cooperating teacher-student teacher relationship? What do you expect from the university supervisor? In what ways did the university supervisor effectively carry out this role? In what ways could the university supervisor improve?

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STUDENT TEACHING - A COOPERATIVE EXPERIENCE

PART III: A LOOK BACK

Dr. Aichele. Welcome to Part III: A Look Back. This is the third taping session in a series of four concerned with improving the student teaching experience. We have convened the five cooperating teachers and five student teachers that appeared in the earlier sessions. Before I introduce them to you, however, I would like to introduce myself; I am Doug Aichele, Director of Student Teaching at Oklahoma State University. Now, the five cooperating teachers are seated on my right were with us in Part I. Sitting immediately on my right is Mr. Otis Autry; sitting next to him is Mr. Everett Cordingly; next to him is Ms. Patty Dyer; next to Patty is Ms. Velva Jo Johnson; and sitting on the end next to Velva Jo is Ms. Mary Faye McFarland. I am sure if you have seen Part I you remember these people and their fine contributions. On my left we have the student teachers ... these too were the same student teachers that were part of the taping series so far -- they appeared in both Part I and Part II. Sitting immediately on my left is Steve Davis; next to Steve is Bernadean Gates; next to Bernadean is Holly Hartman; next to Holly is Bill Luster; and on the end is Holly Montgomery. These student teachers have just completed the student teaching experience through Oklahoma State University.

We are producing this video taping session to capture interaction between cooperating teachers and student teachers on some of the really important issues of the student teaching experience. I has asked Bernadean, an elementary student teacher, to start this afternoon and initiate some discussion about her experience ... some of the good things, perhaps some of the things she didn't think were so good ... then we will turn to each of these student teachers and find out a little bit about their student teaching experience ... so, Bernadean would you please start.

Ms. Gates. This experience has been really rewarding because I was so afraid when I began because I wasn't sure at that time that I was doing the right thing. I have gained confidence through this by seeing that I was able to relate to the children. During the first couple of weeks I was able to just see what my cooperating teacher was doing, how she was doing it, how best I could relate to the class through my teaching. Then, the third week she became ill and I had most of that week by myself and I think it was probably the best thing that happened ... because I had to start following her plans and then making some plans on my own, implementing those plans and thinking on my own ... that was very beneficial. Then, the following weeks up to the sixth week was a lot of team teaching and I really enjoyed that. I don't know whether you all had an opportunity to do any of that but I enjoyed that very much. Prior to that time I had been afraid that team teaching wouldn't work because I had been involved with people that weren't able to really carry through with what they were supposed to do. With my cooperating teacher, it has been a really neat experience. These past two weeks I

have had the class on my own. I have had good experiences and experiences that challenged me ... overall, it has been a very exciting experience.

Dr. Aichele. Everett, you are an elementary teacher. Is that about the manner in which you would work with a student teacher?

Mr. Cordingly. Right, the kind of a schedule is about the same. I like to have at least a full week of observation so that the student teacher can work through the entire schedule of that class ... if they (students) go to other teachers during the day I like for them (student teachers) to follow through with that schedule so that they can see what goes on in those other areas as well. Then its about two weeks worth of getting in and following plans and working along helping students with on a one-to-one basis or in small groups. During the next two or three weeks, the student teacher takes over with partial responsibilities and the last two or three weeks with full responsibility. There is evaluation at each step of the process so that we have a chance to sit down and talk about what is coming and what has gone past.

Dr. Aichele. Bernadean commented in the first video taping session that she was really concerned about communication and her ability to be able to communicate with her cooperating teacher. We followed up on that in our second session ... at that time she felt that she was in a situation where she was able to communicate. Now that you have completed the whole experience, Bernadean, do you still feel that way? Do you feel that you can be open with the people that were evaluating you in the experience?

Ms. Gates: Definitely, we had a really neat time doing the evaluation together. We both seemed to agree on what she saw ... she pointed out weaknesses which I had seen but she also was able to show me a few more areas. As far as communicating with her, it put my anxious mind at ease when I was able to work with her.

Mr. Davis. I had kind of a different plan when I went in. I went into a science field which is, as far as I am concerned, probably the most open field that you can work with because there are so many new things coming out that you can implement. I went in hoping to observe for two weeks and then actually take over the class ... and that is just what I did; I went in (observing) for I think about a week and a half and I had them for five weeks straight. I took a section on ecology and just went straight through. This last week I finished up the section I was on and just observed and filled out the evaluation with my teacher. We sat down and went over it, and that's what I had hoped to do and luckly that's how it worked out. I was just real pleased; I felt like I had learned alot first by observing him and watching his mannerisms ... how he handled the class, how he presented the science material ... and by actually having them myself. And I also knew I had had them myself ... it wasn't a case of where one day he would teach and one day I would teach ... they were mine for 5 weeks and he observed. He would talk with me after class saying, "well, I think when you were going over this you didn't cover this good enough," or, "you covered this too well." He gave me real good constructive criticism ... nothing that would tear down my confidence.

He would give me little confidence builders ... he said, "you are doing a real good job, but you need to change this or that and you will be doing a better job." I really learned alot from actually having them myself, and I have really enjoyed it ... I have just had a real good time.

Dr. Aichele. Your experiences, as we have observed them, have been less structured, I think, than those of alot of student teachers. Having gotten to know you through these sessions, I think a loosely structured experience was probably the best possible thing that could have happened for you. I guess maybe what we see is that a cooperating teacher should work in an individual way with a student teacher.

Ms. Dyer. Steve, I want to ask you something; you said that for about two weeks you observed. Did you have any real contact with the students during that time? Did you sort of ease into it? The reason I am asking you is that when I read the transcription of the last session I believe it was Bill who said that from the very beginning in his situation he started working gradually with students on a one-to-one basis. I was wondering if there was a difference here and which you feel is the better of the two ways to do it?

Mr. Davis. I kinda had an advantage. I knew some of the kids even before I went out there and they knew I was coming ... I think everybody knew I was coming rather than me just walking in and saying, "here I am." I was in the classroom for those two weeks and toward the latter part of the class they usually had 5 or 10 minutes of free time to read ... I would walk around the room and help them with their problems. In this way, I got to know alot more of them ... it wasn't as if I went in cold turkey. I did get to know a lot of them by their names during that two weeks and that made it easier when I got up in front of the class. I knew who I could call on if I was asking a question and I wanted to make sure that I got an answer ... I knew the students that I could call on rather than arbitrarily calling on somebody and perhaps scaring them. So, I didn't go into it just cold ... I did have some time to work into it.

Mr. Cordingly. I found that it (structuring the student teaching experience) depends alot on the kinds of background experiences the student teachers have had ... some student teachers can walk in and after 4 or 5 days they are ready and want to be doing something with children and with planning and with teaching; and others really need more experience in watching and observing a model. I have had both kinds and you do have to adapt the kind of schedule you work through.

Mr. Autry. Yes, I agree with him. I believe that the student teacher probably should observe at least one week but not more than two weeks. I usually let them do something; for example, they would call the roll, walk around and help students with lab work, or help them with something. And at the same time, I am telling them too, "don't be afraid ... if you are, remember they (students) are people just as you are ." You would be surprised how much confidence they (student teachers) can gain by doing something gradually and after a while they are out in deep

water alone, they can swim then.

Mr. Luster. That's what I did. We started out with map work which needs individual attention ... For some kids, Egypt, for example, is an unknown place and there is no way that I can find that on a map of the world. So, we explored things together and I got to know the kids individually and found out what their problems were, what kind of learning problems they had with this, and whether or not they were interested in what we were studying. Then we went into culture masks which includes alot of creativity. So, we worked together for about the first two weeks; during this time I really taught one lesson on my own. The first two weeks we just got to know each other and worked with students individually and sometimes with groups of three or four. Then after that I started taking the class on my own and getting into the deep water. I really felt like I benefited and the kids benefited because they got to know me and they weren't afraid because I wasn't a stranger to them and they knew what to say to me.

Ms. McFarlin. I would like to say something on the high school level. I think you should look at the student teacher and see what his or her strengths or weaknesses are and then come in gradually. For example, I teach senior English and I had a student teacher whose last day was today; she began to get to know the students by calling the roll and joining into the discussions. There was an immediate rapport established with the creative writing class because she had just finished a short story. She fell into that classroom situation and wanted to pick up on that (short story writing). I think that is good if you can find the strength that the student teacher has to begin with ... these particular kids were crying when she left today. Now, there were other classes in which she never really established this rapport and she was a fantastic teacher ... but I think its good to get into something you feel confident with and you kind of have to play that by ear too.

Dr. Aichele. Now, referring to this particular student teacher, Mary Faye, by the end of the experience, did she ultimately have control over all of your classes?

Ms. McFarlin. Okay, my situation is a little different. She had complete control over the classes but we don't do a 1-week observation thing. For example, I was teaching critical analysis and so consequently she worked with talking about how to teach it with some classes but with others she would see me giving the lectures ... then she would work with the papers. There is no way that she could have moved into full teaching at any time during my situation.

Dr. Aichele. It was really a team situation.

Ms. McFarlin. Yes, it was a team situation.

Ms. Johnson. What I have tried in kindergarten that I think has helped my girls is that I like for them to observe a week because our schedule is rather hectic and they can work during our free or work period

time with the children, get acquainted with them and start learning some of their strengths and weaknesses. Then, quite often during the second week, I'll teach my plans for the morning class and let them teach my plans for the afternoon class. They can observe me ... I like for them to feel free to add to or take away from my lessons if there is something they don't like or want to change ... and they can see how I have done it in the morning. The afternoon children are usually older and more mature and respond more easily than the morning children. They can get into it that way ... by kind of following and copying ... then by the next week they are ready to do some planning and their own thing.

Ms. Hartman. I think with kindergarten we have to remember that there is very little time spent with the whole group of children as a group. So, when you talk about taking over the class it is a different kind of thing because the children are scattered throughout the room most of the time and they are working on an individual working basis. I moved right into that situation and was working with individual children from the very beginning ... but I didn't actually do all the group times and take over the class, so to speak, until last week. This was mostly because we didn't feel that the children were ready to make the change from the cooperating teacher to me ... they were having some problems as a group and I felt that was a legitimate reason for me not taking over. My teacher and I discussed it and I think you always have to keep the children first in whatever planning you do since it is difficult for small children to make that change. So, my situation was quite different from most of the others.

Ms. McFarlin. That's true of high school students, too. You will find from year-to-year and class-to-class the make-up of the class is different and sometimes they resent the student teacher taking over. You really have to work into it ... the next class might not resent the student teacher taking over and they may be very receptive. So, you do have to feel each situation out.

Mr. Cordingly. For one-third of my day I have a group of children that are very very learning disabled readers and it is an entirely different planning and teaching responsibility than the other two-thirds. So, for a student teacher with regular elementary education training and methods courses to come in ... the two-thirds is fine, but to take over that one-third that is maybe entirely different than they have ever experienced ... was more difficult and this last student teacher really didn't fit right into that group for all of the time. She spent some time with one of the groups in that particular class, but didn't have total control of the class ... because of the kinds of learning experiences that we were doing.

Mr. Autry. I have found too that the transition from teacher to student teacher will be much smoother if the teacher, maybe a week before, informs the students in class that there will be a student teacher and we want them (students) to do their best and be on their best behavior. Sometimes, this is helpful, too ... let them (students) know.

Ms. Gates. I have also found that with my elementary kids if you see that one student seems to be having problems accepting you as their teacher, take the student aside and say, "I am trying to learn. Would you cooperate with me and help me learn?" Also, "I am just beginning teaching. Will you help me learn?" It gives them (students) some responsibility ... they think, "Hey, I need to help her and I will." Its a very positive way of getting them to help you and also enabling them to learn.

Mr. Davis. I agree with you about the build up beforehand ... like what I did was I went into the class two or three weeks beforehand and he introduced me. So, they knew well beforehand that I was coming and when I got there he (cooperating teacher) didn't approach it like I was a student teacher. He told them that, "Mr. Davis will be your teacher and what he says in the class is the same as what I say ... you need to listen up and everything." I liked that approach ... it took me away from being just a student teacher and put me in the roll of a teacher. I felt much more comfortable with that kind of introduction.

Ms. Montgomery. I just want to say ... I mentioned it in another tape earlier that really helped us ... that I went in and helped with a play after school before my student teaching time started. The cooperating teacher was nice enough to invite me and I thought it would be a good experience ... that helped because I knew a face in every class and I had built a certain amount of credibility with those students. So, when anybody came in and said, "who is she?" they would say, "oh, she is a student teacher," and "she knows such and such or something." They had a positive attitude about me because that was the small group of people that liked being in speech classes and met me under really positive circumstances ... and that helped. I really didn't have a transition period in the classroom, I walked in and took roll twice and then started teaching. She said, "Do you want to start?" and I said, "yeh." And I did, and that was all there was to it. I didn't go over too well with some kids ... I got tested alot the first couple of days. I was a little stricter than the regular teacher and that shook them up for a while but now its not a problem.

Dr. Aichele. One of our missions in producing this series of video tapes is to help cooperating teachers and student teachers in the future. One of the ideas that seems to be evolving from this discussion relates to introducing the student teacher to the student teaching experience before it officially begins. We suggest to student teachers that when they learn of their assignment they go to the school and introduce themselves to their cooperating teacher. I am wondering if that is enough ... I wonder if we need to structure a little bit more of an experience for student teachers when they go that first time.

Ms. Johnson. I thought that was part of their curriculum because the ones I have had with Dr. Castle have come four or five weeks in a row to visit ... something like that ... on certain times.

Ms. McFarlin. They do that in some schools, but they don't in all. I don't think OSU does that, do they?

Dr. Aichele. Yes, we do.

Ms. McFarlin. Did you (Ms. Hartman) come over every week for 5 weeks or something?

Ms. Hartman. I think in elementary and in my program early childhood, they do ... Maybe they feel that its more important for the younger children. But, I would like to see something a little more structured ... to have a time with the cooperating teacher before you ever get into the classroom that is designated as an hour or whatever to sit down and really have a chance to get to know each other and to talk about what the expectations are. Time is so short for teachers ... you get there in the morning and you are instantly busy getting ready to do things. And, at the end of the day, you are so tired that its not really a good time to sit down and talk. My cooperating teacher and I had a problem finding times to really communicate on a relaxed basis where we were both in good moods and not over-taxed or had too much on our minds to really be able to really talk.

Mr. Cordingly. This is the first time I have heard of student teachers going out in any kind of a structure before the actual student teaching. I did observe a student teacher from TU in our school this last semester who a year ago came out to us to do an hours worth of practicum ... a regular class she was taking at that time. She turned around and did her student teaching with the same cooperating teacher this fall and the relationship was very good for those people because they were more familiar with each other even some of the children were the same and they could relate very quickly and easily.

Dr. Aichele. We have a program in elementary education that enables students to take two or three experiences or practicums prior to actual student teaching. One of the outcomes we have found is that it is perhaps better to place the student in a student teaching setting with a different cooperating teacher ... to provide breadth. This is just another way to look at it ... I really don't think there are clear cut answers to these kinds of things.

Ms. Johnson. One thing that I think would be so helpful ... though I don't know how it could ever be worked out ... if that student teacher could be with you the first day or two of school. It is so different when you are establishing your curriculum with the children, especially with the younger children ... and I think its even that way with high school students too. If the student teacher were able to see what they were going to do the very first day and get some ideas that reflect that even a teacher has fear and trembling the first day you walk in with a whole bunch of new children you have never seen before ... you don't know what you have. I really wish it were possible for them to see what goes on that first week.

Ms. Montgomery. I wondered what that was like because we go into a set up situation and its new for us but there is alot of stuff that I know went on before I got there as far as getting kids into class. They have already set their attitude alot about whether or not they like the class ... I can change it some, but I cannot change it all the way. I know its going to be a whole different world when I really start the class.

Ms. Johnson. Establishing your limits are I think very difficult.

Ms. McFarlin. How do you set up your whole classroom situation. It's right there.

Mr. Cordingly. University students say to me, "when do you think I should do my student teaching, Fall or Spring?" and I always go with the Fall. In reading, where I am, you are doing your diagnosis and your perscription in the Fall, in the beginning, and you are setting up your goals and objectives for the week, for the month, for a long range period ... and that to me is the nuts and bolts of teaching. Unfortunately, many student teachers never get into that part. You just step into it and you are assigned the daily plans ... or you do the daily plans ... but you never see the long range planning that needs to be part of it.

Ms. Montgomery. I know that from my classes too so much of it depends on individual ability. Some kids can stand up in front of anyone and talk ... and some kids can barely talk to me. I have spent a long time ... and its just now that I really truly know everyones ability ... trying to get to know which one I need to go to during that private practice time and kind of urge along a little bit and which ones I can leave on their own. If I had been ther at the very beginning to kind of see how they got started I think that would have helped a lot.

Ms. Dyer. It's almost as if about the time you get going well its all over.

Mr. Cordingly. One important area where I have experienced troubles as well as successful good relationships with student teachers in the past is evaluation. I found that going over the form, or going over my particular way of evaluating my critera, first before anything ever begins and periodically having a designated time to sit down to do this evaluation several times during the experience has worked out. I found that some of the student teachers have feared being evaluated and some probably cooperating teachers don't really want to do it ... They (cooperating teachers) don't want people (student teachers) to go out and say, "they gave me a bum grade," or "he doesn't like what I do."

Dr. Aichele. I hate to have to do this but we are at the end of the line. I wish we had more time but since we don't, I would like to thank the ten of you for contributiong and I think that we have discussed some very valuable aspects of the student teaching experience from which student teachers and cooperating teachers can consider at and benefit from.

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STUDENT TEACHING: A COOPERATIVE EXPERIENCE

## Part IV: Reflections

Focus Questions - Student Teachers

1. Describe your feelings before you began student teaching in terms of anxieties and expectations; and also in what ways your feelings might have changed as a result of your experience.

2. What do you believe should be the appropriate roles of the student teacher? cooperating teacher? university supervisor?

3. Describe specific experiences you had during student teaching which have significantly prepared you for the teaching profession.

4. Describe the major difficulties which confronted you as a student teacher.

5. What is your definition of the "ideal" student teaching situation?

6. What would you improve about student teaching to make it more meaningful to others?

7. What helpful suggestions would you make to those who are about to begin student teaching in terms of
   (a) getting acquainted with a cooperating teacher and a group of students
   (b) taking over major responsibility for teaching
   (c) communication with the university supervisor
   (d) overall value of the student teaching experience

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## STUDENT TEACHING: A COOPERATIVE EXPERIENCE

### PART IV: REFLECTIONS

Dr. Castle. Welcome to Part IV, Reflections. This is the fourth video tape in a series produced to examine the student teaching experience. I am Kathryn Castle, a faculty member and a university supervisor in the College of Education at Oklahoma State University. Here with me today are the five student teachers who appeared in the previous tapes. They all completed their student teaching experience several weeks ago; two of them are now teaching full time and the other three are taking classes at the University. On my right is Steve Davis who was a science student teacher at the high school level. On Steve's right is Bernadean Gates who was an elementary student teacher. Next to Bernadean is Holly Hartman who student taught at the kindergarten level. Bill Luster who student taught at the middle school level in Social Studies is sitting next to Holly. And finally, next to Bill is Holly Montgomery who was a student teacher in drama and speech at the high school level. They appear today to reflect upon what it was like being a student teacher and to share those reflections with those who are about to begin the student teaching experience. I've asked them to direct their comments, recommendations, and suggestions to future student teachers.

Steve, would you mind beginning by briefly describing your student teaching experience in terms of what your initial anxieties and expectations were, how these might have changed, and any suggestions you have for those who are about to begin.

Mr. Davis. I had some anxieties going in as far as what it would really be like once I got in front of the kids. We talked about it in class and we talked about it in earlier tapes. I guess my biggest anxiety was what it would really be like once I got there. This anxiety was really put to rest pretty early because once I got there I found that it wasn't that big a problem. I really enjoyed it.

I went in with the expectation of hoping to be able to do certain things in my student teaching, like teaching a whole unit and being able to actually to do a unit myself, which I was able to do. So I guess my expectation was fulfilled. My anxiety should not have been an anxiety to begin with. I had it and I was aware of it, so I guess that made it a little bit easier.

As far as recommendations go, my recommendation to somebody that was going to student teach is just don't be so nervous about it. I was nervous. I know its easy for me to sit here now that I am through and say, "Just don't be nervous about it." Go into it with the attitude that it is going to be fun, and it's not really a job but a learning experience. Just go in and do it, enjoy it, and try to make the best of it. Take it easy and be yourself. Don't try to be somebody else. That would be my recommendation.

Ms. Gates. My initial anxiety was somewhat different from Steve's. I did not know who my cooperating teacher was going to be where as Steve did. I was really concerned about whether we would be able to communicate; whether she would accept my ideas and things that I wanted to bring into the classroom. Early in the experience, the first day, I realized that we were not going to have any problem with that. She was very open to what I had to suggest and we had no difficulty at all communicating professionally. Even on a personl basis, we were able to get to know each other well.

My recommendation or my advice would be to just have a real positive attitude when you go into the experience. Decide within yourself that you are going to do well; that it is going to be like Steve said, a learning experience. It's not something that you have to think, 'Oh no! This is going to totally destroy all that I have done in the past. I'll flunk out this semester!' Have a real positive attitude toward the students, toward the teacher, and most of all toward yourself. Have confidence in yourself.

Ms. Hartman. I think that's very important, but sometimes it's hard to have the confidence before you're starting out. Before I started I felt two things: (1) That it was the ultimate test of your college experience. Here it was, senior year, last semester, and this was the big time. (2) The other thing was that I was shy about meeting 20 kids, a cooperating teacher, and other teachers. I was in a team student teaching situation. That many people overwhelmed me when I thought about meeting all of them. When I got into the classroom I found my fears were unfounded because the kids were glad to see me, the teachers were glad to see me, and they all wanted me to succeed. I think in addition to feeling positive about yourself, you have to realize that everyone wants you to succeed. You will, if you take it easy and be positive about things.

Mr. Luster. My main anxiety was not really facing the kids and teaching, but rather pleasing the cooperating teacher. I wanted her to think that I was good. I went in thinking I have had all this training, I have got to be good. I had worked with this age of kids before in coaching during the summer. So I knew how to expect the kids to behave.

I would say to somebody who was going to start their student teaching experience, not to worry about the kids, because kids are going to be kids. You are not that old that you can't remember how you acted at that age.

Remember that the cooperating teacher has her own ideas and attitudes about how things should go in the classroom. If you will just listen and learn from her/him, you will learn a lot. Don't worry about it. Like Steve said, if you can take this as a learning experience, you are going to benefit from it. I think that's the important thing to remember. Don't get up tight about it, because you are going to have time. They are not going to just throw you in usually. You can talk with your cooperating teacher and your supervisor. They will help you a lot.

Ms. Montgomery. I think one of the things that I worried about was how they would accept me. I student taught in a school system that has lots and lots of student teachers. I had heard that they get burned out on them and they just don't want any more. I also knew the student teacher that preceeded me. She was unusually good in theater. That was kind of spooky. I knew that she was so good, I was afraid I would not be as good as her.

The thing I found, which is a lot of what everybody else has said, is the most important thing is your attitude. Your attidue about yourself and about the students. High school students especially were so perceptive and so honest too like, 'You didn't get much sleep last night, did you? You are cranky!' They can tell if you are interested in them. If you are not interested in them, they know really fast. They know if you are scared. There is no reason to go in there like you know everything about it and you are not going to make any mistakes. They know that too. They have had enough student teachers. So go in with the idea that I am going to mess it up a couple of times, but that's ok. I am interested in the kids, and that is the most important reason that I am here, or hopefully I wouldn't be in teaching.

Pull your attitude into everything you do. As far as your appearance, not the fashion idea, but be neat and tidy and ready for school every day, have your lessons prepared and ready, and all those little things that help them to know that you really want to help them.

Mr. Davis. That is one thing that I noticed was going in and not being prepared, not having your lesson ready. They know when you come in and you don't have it ready. They will take the ball and run with it, at least my kids would. If you did not have it planned from the time the bell rang till the time the bell rang they would love it. I found that you really had to be prepared for them or you were in trouble.

Dr. Castle. Another thing that I agree with you about, Holly, is that it is important to know that you are going to make some mistakes. When I talk with my student teachers at the beginning of each semester, I say it's not really all that important to go out and prove how fantastic you are during the student teaching experience. You are going to make some mistakes. The important thing is to know that, to accept that, and to learn from your mistakes.

Ms. Montgomery. I was concerned that I look about the same age as most of the kids and I was about the same size. I had the idea that I am older and I am the teacher, but you are not. I am 4 years older than some of the people that I taught. There is no reason to go into the class with the attitude that you are so much above them. They know you are not. They are very defensive about that kind of thing. If you go in with the idea that we are going to make it through this together, just hang in with me, they will be cooperative. If you are happy about it, so are they.

Ms. Gates. I think that is important even with children. Of course I was older than my third graders. They have to realize

that you are human. It is important that you point out to them when you tell them something that is incorrect. Come back and say, 'I am sorry. I gave you the wrong information.' It's important that they realize that you are human, because they are going to meet humans all through life.

Ms. Hartman. I think this is one place where the university supervisor can help too. I was having a problem with some feedback from my teacher. I wasn't getting any. I couldn't tell when I was making mistakes and when I was being successful. I felt uncomfortable about asking her. But it was something that I could discuss with my supervisor, and use her as a go between for me and my cooperating teacher in smoothing out these problems and figuring out just exactly where I was.

Mr. Davis. My supervisor was very open and we could talk with him. He told us before we went out that there are going to be sometimes when somebody is going to have a conflict of personality with his cooperating teacher. Someone is not going to be able to get along with the principal or something. He said, 'If you have any problems along this line, or if you have any problems with the kids, just come talk to me about it or call me on the phone.' He even gave us his home phone number. He said, 'If you can't call me during the day, call me at night.' That makes it a lot easier when you know you have somebody to fall back on who is going to be there behind you. It would be hard to go to the principal at your school and say my teacher is doing this and I am not getting to do something. You know who they are going to stand behind: their own teacher. It is really nice to know you have somebody to fall back on.

Ms. Hartman. A lot of my friends, as we all went into our student teaching, looked to our university supervisor as somebody who was going to come into our classroom, sit at the back, and watch. It was a scary thing to think about. I found that when she was there I didn't really notice that was happening. It was more like I was glad to see a friendly face and we could talk for a minute.

Ms. Montgomery. I found that mine was really on your side too. You were allowed to give him a schedule of when you taught the classes. If there was a class that we would rather not be observed in, he would not come to that one. I thought what if there is a class I can't handle and that's the only time that he ever comes. But he was really good about leeting me pick which class I thought was my strong point and observing it when it was good for me too so I would be more confident. My kids were really good about it too. They sat down faster when he was in the room than they did at any other time.

Mr. Davis. The kids really come to your rescue. They know when a stranger is in the class. My kids, I hope that they liked me, but they acted great on the days my supervisor came.

Mr. Luster. They ask you, 'Is that your teacher, Mr. Davis? Did you do alright? Did you get an "A"?' They are really concerned about the grade you get and the fact the teacher is a student. How can that be?

I think the university supervisor can be your best friend in the student teaching experience. In fact when both of mine came to see me, I looked up to see a familiar face. Like you say, you really feel at ease and you think everything is going to be alright.

Ms. Montgomery. One thing my supervisor did that I really appreciated was before we ever got there. He did some things the first day of class I thought, oh no! We reviewed lots of textbooks. That really helped me for two reasons: (1) he keeps a copy that we could use and (2) I was familiar with it when I came into the classroom. I knew kind of what that book was going to be like. Some day I may have to buy a textbook and I will know more about what to look for. He taught me things to do when I'm a teacher too, not just a student teacher.

Dr. Castle. Bill, if there were one thing that you could improve about the student teaching experience, what would that be?

Mr. Luster. The thing that I would improve would be to get to know the cooperating teacher better, because you are going to be working real close with her. As it is, I felt that I didn't have the time to sit down and visit with my cooperating teacher. I had the feeling the first two weeks I would just make a statement and see how she reacted, just kind of checking to see how she was going to go with what I thought. I think if we could have time before student teaching to spend time with them, more onsite observations and things like that with a discussion afterward, it would work out a lot better. My main anxiety was that I was scared of what to expect from her. If we could improve on that and spend more time with the cooperating teacher before the actual experience, I think that we would really benefit from it.

Ms. Montgomery. I did spend some time with mine, and that made a world of difference. I went in and helped with a play. The fact that I knew him and some students before I ever went in to teach, I know, made a tremedous difference. Of course I don't know what it would have been before, but I certainly felt more confident in myself because of it.

Dr. Castle. Bernadean, is there anything that you would improve about student teaching?

Ms. Gates. I think that I would try to get to know my students better on an individual basis, and especially try to identify learning problems that they have as early as possible. I know within an 8 week period that it is difficult to do that. But looking back I think that is what I would like to do more than anything else, because I wouldn't have the problem of communicating that we all do. It's just being able to identify the learning problems with the children.

Dr. Castle. Holly Hartman, you have been out teaching full time now for a little while. Can you think of any specific experiences that you have had during student teaching which significantly prepared you for the teaching profession?

Ms. Hartman. I had taught before I student taught, so teaching again after I student taught has been a continuing of all of my past teaching experience. But I found that my student teaching especially prepared me to be more of a professional as a teacher. I learned from the other teachers in my school, not just from my cooperating teacher, but from the whole faculty, more of what it was like to teach in a public school system; to attend faculty meetings, cooperate, share information and ideas on a professional level, and to look at myself as a professional educator. As young people coming out of college, it's hard for us to make that transition from the college world to the business world, the real world. My cooperating teacher was a professional in every sense. She felt it and she made me feel that that was what I was all about. I really appreciated that experience.

Mr. Luster. A professional attitude is something you gain that is really important. Even when I came back to classes on campus in a student situation again, I still have that feeling that I'm a professional. Even though I am not teaching, it helps me a lot. It really does.

Dr. Castle. Let me throw out one final question. Do you have any specific suggestions or recommendations to make to future student teachers concerning the overall value of the student teaching experience?

Mr. Davis. Go into it, take out what you think is worthwhile, and hold on to it. There is a lot of stuff that you will see, or I saw that my cooperating teacher did, or my supervising teacher told me to do, that I would not feel comfortable doing in class. If you see something you like, hold onto it. If you see something you don't like, just forget about it and don't worry about it.

Ms. Montgomery. Try to get lots and lots of things from it, even if some of them are bad, so that you will know not to do it. Watch every minute you can. Don't spend time being nervous in the corner. That's easier said than done.

Mr. Luster. Don't be afraid to make mistakes. I guess that's what we all fear, it's just not only in teaching. You are going to make them, so don't worry about them. You will learn so much from those mistakes.

Ms. Hartman. I think you have to regard it as teaching experience too. When you go in, if you haven't taught before, you feel like you have never been in front of a class before. When you get out of there, you have experience as a teacher. You should count it as such and feel confident that you have weathered the storm.

Ms. Gates. You will make mistakes and you will have bad experiences. In my case, I think I learned more from those mistakes and those bad experiences than from the good things.

Dr. Castle. I am afraid we are just about out of time for this particular tape. But I would like to thank the 5 of you for working with us this semester in producing this series of video tapes. From your comments it is obvious that the student teaching experience has meant something different for each one of you. But I truly feel that part of the success that you have had as student teachers was due to your positive attitudes, enthusiasm, and to your openness to appreciate the views that were held by your various cooperating teachers. Good luck to all of you in your new teaching careers.

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